**Advanced Placement World History**

**Syllabus**

**2016-2017**

Alert------lots of problems. Not fixed for Strayer book or new format of exam…………………….

**Course Description:**

AP World History is a challenging two semester course that is structured around the investigation of five themes woven into key concepts covering distinct chronological time periods. These themes are:

* Interaction between humans and the environment
* Development and interaction of cultures
* State-building, expansion and conflict
* Creation, expansion and interaction of economic systems
* Development and transformation of social structures

Because these themes serve as unifying threads throughout the course, they help relate what is particular about each time period or society to a “big picture” of history.

This course is offered to all sophomores, juniors, and seniors though it is primarily the advanced option for the mandatory 10th grade World History class. The overall goal is to prepare students to achieve success in college level history coursework; as such, expectations are for a significantly higher level of performance, both in terms of content and execution, than in regular World History.

Students are encouraged to show their mastery of the course material by taking the AP World History exam, given in the spring.

**The AP World History Exam**

The examination is three hours and five minutes in length, and consists of two sections: a fifty-five minute multiple choice section and a 130-minute free response section. The multiple choice section consists of seventy questions over fifty-five minutes; this results in approximately forty-five seconds per question. The free response section begins with a mandatory ten minute reading period. Students are advised to spend most of the ten minutes analyzing the documents and planning their answer to the document-based essay question (DBQ) in Part A. Part B is an essay requiring students to discuss continuity and change over time (CCOT) in a particular region. Part C is an essay requiring students to compare similarities and differences of two regions in a time period with regard to a particular issue (COMP). Students are advised to spend approximately forty minutes on each essay.

 In the multiple-choice section, approximately 5% of the questions deal with the time period from 8000 bce through 600 bce. Roughly 15% of the questions will focus on the time period from 600 bce through 600 ce. The time periods of 600 ce to 1450 ce, 1450 ce to 1750 ce, 1750 ce to 1900 ce, and 1900 ce to the present will each consist of 20% of the questions.

The multiple choice section counts for half of the examination grade; the essay questions account for the other half. The final exam score is from 1 to 5. A “passing” score is a 3 or higher and individual colleges and universities may award college credit to passing scores. There is no uniform policy with regard to awarding college credit: please check with specific colleges and universities for their individual policies.

**Texts**

**Main class text:**

Stearns, Peter N., et al. *World Civilizations: The Global Experience*. New York: Pearson/Longman, AP ed., 5th ed., 2007.

**Primary sources include, but are not limited to:**

**Textual**

* Reilly, Kevin. *Worlds of History: A Comparative Reader*. Boston: Bedford/St. Martin’s, 2009.
* Andrea, Alfred and James Overfield. *The Human Record: Sources of Global History.* Boston: Houghton Mifflin Company, 5th edition, Volumes I and II, 2005.

**Visual**

* Most images for analysis will originate from the textbook, readers, and internet. Samples for analysis will include but are not limited to art, architecture, political cartoons, and photos.

**Quantitative**

* Tables and graphs in *Maps of Time: An Introduction to Big History.*

**Secondary sources include, but are not limited to:**

* Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*. New York: Norton, 1999.
* Christian, David. *Maps of Time: An Introduction to Big History.*
* Patterson, Thomas P. *Archaeology: The Historical Development of Civilizations.* Prentice Hall: Englewood Cliffs, NJ, 1993.
* McNeill, John Robert and William H. McNeill. *The Human Web.* Norton: New York, 2003.

**Units**

**UNIT ONE: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS**

**Periodization:** Prehistory to 600 BCE

**Time Allotted:** Two weeks

**Textbook:** Stearns, chapter 1

**Concepts Addressed:**

* Key Concept 1.1: Big Geography and the Peopling of the Earth
	+ Archaeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.
* Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies
	+ Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.
	+ Agriculture and pastoralism began to transform human societies.
* Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
	+ Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.
	+ The first states emerged within core civilizations.
	+ Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

**Study Guide Work:**

Students will complete a study guide which covers all relevant material associated with the above concepts. Sample questions from the fifty-four study guide questions include:

* How and why did the development of agriculture affect the environment?
* How was the Rig Veda a reflection of its culture?
* Why did early states develop legal codes?
* How does trade between Egypt and Nubia demonstrate the broader trend of trade development?
* How did wealth distribution in early agricultural societies impact social hierarchy?

**Writing Activities:**

Based on their summer reading of *Guns, Germs, and Steel*, students will write an essay addressing the following prompt:

How has ancient agriculture impacted the present? In your answer, think about:

* How and where humans were able to spread across the earth
* How and where agriculture first came about
* How agriculture impacted human societies
* How you can support your answer with evidence from *Guns, Germs and Steel*. Textual support should include direct quotations from the book and page references. You may use your book and any notes you may have taken from the book.

**Instructional Activities:**

* Class Discussion: How has the anthropological study of modern day hunting/gathering societies informed our understanding of economic, political, and social changes that occurred during the Neolithic Revolution?
* Primary Source Analysis: Students will examine and analyze texts including, but not limited to: Hammurabi’s Code, the Epic of Gilgamesh, and the Book of the Dead.
* Secondary Source Analysis:Students assess the validity of Jared Diamond’s arguments in *Guns, Germs, and Steel*.

**UNIT TWO: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES**

**Periodization:** 600 BCE to 600 CE

**Time Allotted:**  Four weeks

**Textbook:** Stearns, chapters 2-5

**Concepts Addressed:**

* Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions
	+ Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.
	+ New belief systems and cultural traditions emerged and spread, often asserting universal truths.
	+ Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.
	+ Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.
	+ Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.
* Key Concept 2.2: The Development of States and Empires
	+ The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.
	+ Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.
	+ Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.
	+ The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.
* Key Concept 2.3: Emergence of Transregional Networks of Communication and Exchange
	+ Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.
	+ New technologies facilitated long-distance communication and exchange.
	+ Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.

**Study Guide Work:**

Students will complete a study guide which covers all relevant material associated with the above concepts. Sample questions from the 119 study guide questions include:

* Why were Indian epics distinctive in this time period? How did they influence art in neighboring regions and in later time periods?
* What factors led to the development of the Trans-Saharan caravans? (Consider climate and location, the typical trade goods, and the ethnicity of the people involved.)
* Where and when did the Mayan city-states exist?
* How did environmental damage (like deforestation, desertification, soil erosion, or silted rivers) help contribute to the fall of the Roman Empire?
* How did Hinduism contribute to the social and political roles of a caste system?

**Writing Activities:**

Students will take part in Writing Workshops which occur roughly once a week. Topics for this unit will include an introduction on how to write the DBQ, COMP, and CCOT essays for the AP Exam. In particular, students will focus on their understanding of the rubrics, the construction of an appropriate thesis, and the use of evidence to support the thesis.

Students will write three essays for grades in this unit:

* Analyze continuities and changes in the cultural and political life of ONE of the following societies: (1) China (100 CE to 600 CE), (2) Rome (100 CE to 600 CE), (3) India (300 CE to 600 CE) [2006 CCOT]
* Analyze similarities and differences in techniques of imperial administration in TWO of the following empires in the Classical period: (1) Han China (206 BCE – 220 CE), (2) Maurya/Gupta India (320 BCE – 550 CE), (3) Imperial Rome (31 BCE – 476 CE) [2010 COMP]
* Using the documents provided, analyze Han and Roman attitudes toward technology. [2007 DBQ]

**Instructional Activities:**

* Primary Source Analysis:
	+ Students will examine and analyze texts including, but not limited to: the Bhagavad Gita, the Analects of Confucius, the Old and New Testament.
	+ Students will also examine and analyze images including, but not limited to: Hindu statues, statues of the Buddha, Daoist images, monumental architecture of the Classical civilizations.

**UNIT THREE: REGIONAL AND TRANSREGIONAL INTERACTIONS**

**Periodization:** 600 CE to 1450 CE

**Time Allotted:**  Six weeks

**Textbook:** Stearns, chapters 6-14

**Concepts Addressed:**

* Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks
	+ Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.
	+ The movement of peoples caused environmental and linguistic effects.
	+ Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.
	+ There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.
* Key Concept 3.2: Continuity and Innovation of State Forms and Their Interactions
	+ Empires collapsed and were reconstituted; in some regions new state forms emerged.
	+ Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.
* Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences
	+ Innovations stimulated agricultural and industrial production in many regions.
	+ The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.
	+ Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

**Study Guide Work:**

Students will complete a study guide which covers all relevant material associated with the above concepts. Sample questions from the 152 study guide questions include:

* What impact did the maritime migration of the Polynesians and their transplanted food and domestic animals have on the environment?
* How did the interaction of Islam with indigenous cultures in Sub-Saharan Africa lead to the diffusion of literary, artistic, and cultural traditions?
* How did the Hanseatic League help foster commercial growth?
* Why was the mit’a system in the Incan Empire a new form of coerced labor?
* How did Chinese traditions influence Japanese states?

**Writing Activities:**

Students will take part in Writing Workshops which occur roughly once a week. Topics for this unit will include a deepening emphasis on thesis construction; primary source analysis for historical context, purpose, intended audience, point of view, and tone; and the use of evidence to support the thesis.

Students will write three essays for grades in this unit:

* Analyze continuities and changes along the Silk Roads from 200 BCE to 1450 CE. [2009 CCOT]
* Compare the process of state building in TWO of the following in the period 600 CE to 1450 CE: (1) Islamic states, (2) City states, and (3) Mongol khanates [2005 COMP]
* Based on the following documents, analyze the responses to the spread of Buddhism in China. [2004 DBQ]

**Instructional Activities:**

* Primary Source Analysis:
	+ Students will examine and analyze images including, but not limited to: monumental architecture of the post-Classical civilizations.
	+ Students will also examine and analyze quantitative data including, but not limited to: charts showing the spread of Islam and the Mongol Empire during this time period, maps showing the path of transregional trade routes and their relationship to major cities and civilizations, the migration of Polynesian and Bantu peoples.

**UNIT FOUR: GLOBAL INTERACTIONS**

**Periodization:** 1450 CE to 1750 CE

**Time Allotted:**  Six weeks

**Textbook:**  Stearns, chapters 15-22

**Concepts Addressed:**

* Key Concept 4.1: Globalizing Networks of Communication and Exchange
	+ In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.
	+ European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global winds and currents patterns – all of which made transoceanic travel and trade possible.
	+ Remarkable new transoceanic maritime reconnaissance occurred in this period.
	+ The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.
	+ The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.
	+ The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.
	+ As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.
* Key Concept 4.2: New Forms of Social Organization and Modes of Production
	+ Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.
	+ As new social and political elites changed, they also restructured the new ethnic, racial, and gender hierarchies.
* Key Concept 4.3: State Consolidation and Imperial Expansion
	+ Rulers used a variety of methods to legitimize and consolidate their power.
	+ Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
	+ Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.

**Study Guide Work:**

Students will complete a study guide which covers all relevant material associated with the above concepts. Sample questions from the 135 study guide questions include:

* Why were established exchange and communication networks in Oceania and Polynesia largely unaffected during this time period?
* What impact did the slave trade have on gender roles in Africa?
* What impact did European colonization and the introduction of European agricultural techniques have on the physical environment in the Americas?
* Why was Renaissance art in Europe an innovation in the visual and/or performing arts?
* How did the examination system help maintain centralized control over the Chinese population and resources?

**Writing Activities:**

Students will take part in Writing Workshops which occur roughly once a week. Topics for this unit will include the use of evidence to support the thesis, the use of global context analysis, and the introduction of sufficient amounts of evidence to support a thesis.

Students will write three essays for grades in this unit:

* Compare the historical processes of empire building in the Spanish maritime empire during the period from 1450 to 1750 with the historical processes of empire building in ONE of the following land-based empires: (1) Ottoman Empire OR (2) Russian Empire [2007 COMP]
* Analyze the social and economic continuities and changes that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750. [2005 CCOT]
* Using the documents, analyze the social and economic impacts of the global flow of silver from the mid-sixteenth century to the early eighteenth century. [2006 DBQ]

**Instructional Activities:**

* Primary Source Analysis:
	+ Students will examine and analyze images including, but not limited to: Renaissance art.
	+ Students will also examine and analyze quantitative data including, but not limited to: charts showing the spread of the slave trade in Africa and the New World.
* **Student Activity:**
* Class discussion considering how and why art historians emphasize the importance of artists’ discovery of perspective in the Renaissance.

**UNIT FIVE: INDUSTRIALIZATION AND GLOBAL INTEGRATION**

**Periodization:** 1750 CE to 1900 CE

**Time Allotted:** Six weeks

**Textbook:**  Stearns, chapters 23-27

**Concepts Addressed:**

* Key Concept 5.1: Industrialization and Global Capitalism
	+ Industrialization fundamentally changed how goods were produced.
	+ New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array of goods produced in their factories.
	+ To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.
	+ There were major developments in transportation and communication.
	+ The development and spread of global capitalism led to a variety of responses.
	+ The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.
* Key Concept 5.2: Imperialism and Nation-State Building
	+ Industrializing Powers established transoceanic empires.
	+ Imperialism influenced state formation and contraction around the world.
	+ New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.
* Key Concept 5.3: Nationalism, Revolution, and Reform
	+ The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments. Beginning in the eighteenth century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.
	+ Increasing discontent with imperial rule propelled reformist and revolutionary movements.
	+ The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.
* Key Concept 5.4: Global Migration
	+ Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.
	+ Migrants relocated for a variety of reasons.
	+ The large-scale nature of migration, especially in the nineteenth century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.

**Study Guide Work:**

Students will complete a study guide which covers all relevant material associated with the above concepts. Sample questions from the 160 study guide questions include:

* How was the White Australia Policy an attempt to regulate migration?
* How was the Xhosa Cattle-Killing Movement influenced by religious ideas and millenarianism?
* How did the Dutch strengthen their control over Indonesia?
* How did Europe’s location on the Atlantic Ocean lead to the rise of industrial production?
* How did the Cherokee Nation come to exist?

**Writing Activities:**

Students will take part in Writing Workshops which occur roughly once a week. Topics for this unit will include the use of evidence to support the thesis, and the use of argumentation to connect evidence to a thesis.

Students will write three essays for grades in this unit:

* Analyze continuities and changes in labor systems between 1750 and 1914 in ONE of the following areas: (1) Latin American and the Caribbean, (2) Oceania, (3) Sub-Saharan Africa. [2004 CCOT]
* Compare differing responses to industrialization in any TWO of the following: (1) Japan, (2) Ottoman Empire, (3) Russia. [2002 COMP]
* Using the documents, analyze African actions and reactions in response to the European Scramble for Africa. [2009 DBQ]

**Instructional Activities:**

* Primary Source Analysis:
	+ Students will examine and analyze texts including, but not limited to: the Declaration of Independence, the Declaration of the Rights of Man and the Citizen, Simon Bolivar’s Jamaica Letter
	+ Students will also examine and analyze images including, but not limited to: photographs of industrial factories and urbanization.
	+ Students will also examine and analyze quantitative data including, but not limited to: charts showing the growth of industrial and agricultural production.
* Secondary Source Analysis: Students will assess the validity of historian Theodore von Laue’s arguments in “The World Revolution of Westernization,” found in Reilly’s *Worlds of History*.

**UNIT SIX: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS**

**Periodization:** 1900 ce to present

**Time Allotted:**  Six weeks

**Textbook:**  Stearns, chapters 28-36

**Concepts Addressed:**

* Key Concept 6.1: Science and the Environment
	+ Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.
	+ As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.
	+ Disease, scientific innovations, and conflict led to demographic shifts.
* Key Concept 6.2: Global Conflicts and Their Consequences
	+ Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century’s end.
	+ Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
	+ Political changes were accompanied by major demographic and social consequences.
	+ Military conflicts occurred on an unprecedented global scale.
	+ Although conflict dominated much of the twentieth century, many individuals and groups – including states – opposed this trend. Some individuals and groups, however, intensified the conflicts.
* Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture
	+ States responded in a variety of ways to the economic challenges of the twentieth century.
	+ States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.
	+ People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.
	+ Population and consumer culture became global.

**Study Guide Work:**

Students will complete a study guide which covers all relevant material associated with the above concepts. Sample questions from the 150 study guide questions include:

* How was the use of the ANZAC troops in Australia an example of government mobilization of all its resources for the purpose of waging war?
* How was Nasser’s promotion of economic development in Egypt an example of government guidance of economic life to promote development?
* How did the migration of South Asians to Britain help maintain cultural and economic ties even after independence?
* How was Dadaism influenced by global conflict?
* How did the Pinochet regime in Chile promote free market economic policies and economic liberalization?

**Writing Activities:**

Students will take part in Writing Workshops which occur roughly once a week. Topics for this unit will be differentiated to address the most pressing needs of the students at the time.

Students will write three essays for grades in this unit:

* Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present: Sub-Saharan Africa, Latin America/Caribbean. [2010 CCOT]
* Compare the emergence of nation-states in nineteenth-century Latin America with the emergence of nation-states in ONE of the following regions in the twentieth century: Sub-Saharan Africa, Middle East. [2008 COMP]
* Based on the following documents, analyze factors that shaped the modern Olympic movement from 1892 to 2002. [2008 DBQ]

**Instructional Activities:**

* Primary Source Analysis:
	+ Students will examine and analyze texts including, but not limited to: non-violence writings of King and Gandhi
	+ Students will also examine and analyze images including, but not limited to: the self-immolation of Thich Quang Duc.
	+ Students will also examine and analyze quantitative data including, but not limited to: charts showing the growth of global warming and demographic shifts in the 20th century.
* Secondary Source Analysis: Students will assess the validity of political scientist Benjamin Barber’s arguments in “Jihad vs. McWorld,” found in Reilly’s *Worlds of History*.

**UNIT SEVEN: REVIEW**

**Periodization:** All

**Time Allotted:** Five weeks

**Textbook:** Stearns, all

**Concepts Addressed:** All

**Study Guide Work:**

Students will review the study guides for Units One through Seven, clarifying areas of weakness and refreshing areas of strength.

**Writing Activities:**

Students will take part in Writing Workshops which occur roughly once a week. Topics for this unit will be differentiated to address the most pressing needs of the students at the time.

Students will write three essays for grades in this unit:

* Analyze changes and continuities in long-distance migrations in the period from 1700 to 1900. Be sure to include specific examples from at least TWO different world regions. [2011 CCOT]
* Analyze similarities and differences in the rise of TWO of the following empires: (1) A West African Sudanic Empire (Mali OR Ghana OR Songhay), (2) The Aztec Empire, (3) The Mongol Empire [2008 COMP]
* Using the following documents, analyze the causes and consequences of the Green Revolution in the period from 1945 to the present. [2011 DBQ]

**Instructional Activities:**

* Students complete a project in which they retell the entirety of world history through one of three lenses: thematic, geographic, or chronological. Students retelling world history thematically must create a new periodization of world history appropriate to their theme. Students retelling world history geographically must do the same for their region. These new periodizations will then be compared to the periods generally accepted by historians and used as a framework for the course units.